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ABSTRACT

A project researched and determined a screening device to identify learning disabled, mentally retarded, and educationally disadvantaged who are served by the Learning Assistance Services (LAS). The Wide Range Achievement Test (WRAT) was identified as an effective, efficient, and inexpensive screening device for identifying potential special need students. A control group of 21 students from a college-level mid-management course and a sample group of 62 students from the LAS were screened. Students identified as having potential special needs were referred to the Special Needs Program for further evaluation. The project also evaluated services and resources available in the LAS and provided written recommendations regarding screening, evaluation, referral, and resource utilization in the LAS. It was concluded that current LAS services were inadequate because available resources and materials were not appropriately utilized. (Appendixes, amounting to over two-thirds of the report, include the report, Screening Device Evaluation and Selection; LAS Survey and Evaluation, a report; Recommendations for the LAS for four major areas: General Policy; Program, Advising and Entry Level Testing; Instructional Methods and Ongoing Assessment; and Resources and Materials.) (YLB)

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ASSESSING SCREENING DEVICES AND PROGRAMMING TO MAINSTREAM HANDICAPPED AND DISADVANTAGED STUDENTS

FINAL REPORT

Project No. 81-AKT(186)NN

Research Project in Vocational Education
Conducted Under Public Law 94-482

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September 30, 1981

RESEARCH COORDINATING UNIT
Washington State Commission for Vocational Education

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The project reported herein was performed pursuant to a grant from the Research Coordinating Unit of the Washington State Commission for Vocational Education. Contractors undertaking such projects under the Commission for Vocational Education sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Commission for Vocational Education position or policy.

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September 1981

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3. Summary of the Report:

a. Time Period Covered by the Report.

The project was initiated March 16, 1981 and was completed September 30, 1981.

b. Objective:

The objective was to determine a screening device or devices which will identify learning disabled, mentally retarded and educationally disadvantaged who are served by the Learning Assistance Service (LAS), at Fort Steilacoom Community College (FSCC), to evaluate services and resources available in the LAS and to provide written recommendations regarding screening, evaluation, referral and resource utilization in the LAS. The LAS is a developmental center designed to serve Adult Basic Education, English as a Second Language, High School Completion, College Deficiency and traditional college students. The project employed one principal investigator for a six month period. The principal investigator was responsible for completion of project objectives and submission of the final report.

c. Sub-Objectives:

The research project was designed to identify screening devices appropriate for rapid and effective screening of entry level students; to determine if special needs students exist; to facilitate referral of special needs students to appropriate programs, and to evaluate existing resources, services, programs and materials in order to make recommendations for improvement of the Learning Assistance Service. The project was developed to meet a critical need to increase the effectiveness and efficiency of services provided to academically disadvantaged, learning disabled mentally retarded and normal adults who enroll in the LAS.

d. Results:

A device (The Wide Range Achievement Test (WRAT)) was identified for use in mass screening to identify potential special need students. A control group of 21 students from a college level Mid-Management course and a sample group of 62 students from the LAS were screened. Those students identified as having potential special needs were referred to the Special Needs Program (SNP), an existing college program providing supportive services for handicapped and disadvantaged students. The SNP evaluated students to determine the nature of handicap or disadvantagement and to determine who needed the supportive services. 34 students were found to need services and services were provided. Reports were written regarding the selection of the screening device and the results of the screening and the referral. A detailed survey and evaluation of LAS resources, services and

programs was conducted and a report prepared. Recommendations for the LAS were written based on screening results, assessment and evaluations of the LAS.

e. Evaluation:

Internal evaluations were conducted by an on-going review of progress on sub-objectives and through identification of the number of students needing supportive service as a result of the screening and referral process. External evaluations were conducted by the Assistant Dean of Educational Opportunities and Minority Affairs from Central Washington University, who evaluated the screening device selection. The Project Director of Higher Education for Learning Disabled Students (HELDS), from Central Washington University, conducted an evaluation of project recommendations.

f. Conclusions and Recommendations:

It has been concluded that an effective, efficient and inexpensive screening device for identifying mentally handicapped and disadvantaged students exists. Current services are inadequate for many students because resources available to LAS, and materials present in the LAS are not appropriately utilized.

In summary, it is recommended that the Wide Range Achievement Test be utilized for the entry level screening; students with significant academic deficits should be further evaluated by SNP to identify educational needs, and that the LAS should be altered to better provide individualized education addressing vocational and academic goals.

4. Body of the Report

A. The purpose of this project is to provide recommendations for appropriate accommodations and programming for students in the Learning Assistance Service (LAS). The LAS is a developmental center located on Fort Steilacoom Community College campus (FSCC).

No formal method of identifying special needs currently exists. Of 500 course enrollments, there were 173 course incompletes, 151 course failures and 176 successful course completions indicating that significant numbers of special needs students are present but unidentified and are not receiving appropriate educational services. Consideration of Section 504[1] requirements for non-discrimination on the basis of a handicap add weight to the argument that some method for identifying special needs students in order to provide program access is necessary. Therefore, the first objective of this project is to determine a screening device to identify special needs students quickly, accurately and efficiently.

The LAS was designed to serve students in High School Completion, Adult Basic Education, English as a Second Language, College Deficiency and traditional college students. The large number of failures and course repetitions indicated that the educational programs, resource services and materials available through the LAS is not meeting the needs of many students. The secondary objective of the project is to provide evaluations and recommendations for the LAS.

B. Objectives:

This project is to research and to determine a screening device or devices which will identify learning disabled, mentally retarded, educationally disadvantaged who are served by the Learning Assistance Services (LAS) at Fort Steilacoom Community College (FSCC). Furthermore, the project is designed to evaluate services and resources available in the LAS and to provide written recommendations regarding screening, evaluation, referral and resource utilization in the LAS.

Sub-Objectives:

Sub-Objective #1 - To consult with one to ten experts at

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1. Section 504 of the Rehabilitation Act of 1973 requires non-discrimination on the basis of a handicap.

related state agencies regarding screening, referral, habilitation and/or remediation and accommodation at FSCC and Central Washington University throughout the project.

Sub-Objective #2 - To evaluate in writing, 5-20 screening devices to identify special needs students at FSCC.

Sub-Objective #3 - To select 1-2 instruments to identify potential special needs students in the LAS at FSCC.

Sub-Objective #4 - To develop a criterion referenced pre-test/post-test to determine the number of students receiving supportive services before and after sample group screening at FSCC.

Sub-Objective #5 - To administer one criterion referenced pre-test to the LAS sample group at FSCC.

Sub-Objective #6 - To screen a random sample of LAS students at FSCC from the current 0 to not greater than 200.

Sub-Objective #7 - To refer in writing, students, on the basis of screening results that indicate special needs at FSCC fom the current 0 to not greater than 200 students.

Sub-Objective #8 - To administer one post-test to the LAS sample group at FSCC.

Sub-Objective #9 - To provide in writing one report identifying students receiving supportive services before and after screening.

Sub-Objective #10 - To provide in writing one evaluation of strengths and weaknesses of the resources and services for regular handicapped and educationally disadvantaged LAS students at FSCC.

Sub-Objective #11 - To provide one written evaluation and recommendation for effective and efficient utilization of available LAS services and resources, including strengths and weaknesses at FSCC.

Sub-Objective #12 - To provide one written report containing recommendations to maintain or to alter existing LAS programs at FSCC.

Sub-Objectives #13 - To provide one written report of findings and/or recommendations which might be disseminated by the Research Coordinating Unit to other community colleges and four year institutions.

C. Description of the Project:

The research project employed one project investigator. This individual was trained in Special Education and had experience working with adult handicapped and disadvantaged post-secondary students. All project sub-objectives and research were carried out by the project investigator. The project began March 16, 1981 and was completed September 30, 1981.

The project was divided into three phases.

1. Identification of a screening device to identify handicapped and disadvantaged students.

2. Identifying LAS handicapped and disadvantaged students.

3. Evaluations and recommendations for LAS services, resources and programs.

Identification of a Screening Device to Identify Handicapped and Disadvantaged Students:

This phase of the project was directed toward identifying an effective, efficient and inexpensive device in order to identify mentally handicapped and academically disadvantaged students.

Initially, experts in the field of developmental education were contacted to identify screening approaches, screening devices, and legal considerations. An ERIC search was conducted regarding screening and assessment.

Little research information is available regarding the identification of adult handicapped and disadvantaged through screening. Conversations with professionals working in developmental and special education indicated that two methods of screening are currently in use.

1. Perceptual screening.

2. Achievement testing.

Perceptual testing and perceptual tests were evaluated. It was determined that the use of perceptual testing in mass screening to identify mentally handicapped and disadvantaged was not appropriate, for the following reasons:

1. Perceptual deficits are not characteristic to all special needs students.

2. Perceptual testing requires extensive training to administer and interpret.

3. Perceptual testing requires extensive amounts of time for administration and interpretation.

4. Perceptual testing does not adapt well for group administration.

The use of achievement testing as well as achievement tests was reviewed. It was determined that the use of achievement testing is appropriate for use as a screening method to identify handicapped and disadvantaged students for the following reasons:

1. Achievement deficits are typical to all special needs students.

2. Achievement tests are available that do not require extensive training for administration and interpretation.

3. Achievement tests are relatively inexpensive.

4. Achievement tests are available which are designed or can be easily adapted for group administration.

The Wide Range Achievement Test was selected for use in screening. The WRAT is inexpensive, can be administered quickly, scores easily and will identify wide ranges of achievement. (See Appendix B).

Identification of Mentally Handicapped and Disadvantaged: (See Appendix C).

Prior to screening, the sample group was administered a questionnaire designed to identify students receiving support services before screening. A sampling of LAS students with the WRAT was conducted.

The WRAT was administered to:

1. An LAS sample group of 62 students and

2. A control group of 21 students from a Mid-Management college course.

As a result of the sampling, 47 of the 62 LAS students screened were identified as having significant academic deficits. Five of the 21 Mid-Management students screened were identified as having significant acheivement deficits.

The intent of sampling was to determine if:

1. Special needs students could be successfully identified through the use of the WRAT.

2. Significant numbers of special needs students are present in the LAS.

3. Special needs students receiving supportive services would be increased.

As a result of screening and referral to the Special Need Program, the number of LAS students that had significant academic deficits or discrepancies between achievement scores were referred for further evaluation to determine if they were handicapped or disadvantaged. The evaluation was based on historical information provided by the students.

As a result of further evaluation, 30 of the 47 LAS students referred for further evaluation were identified as handicapped. The most prevalent handicapping condition was learning disabilities (there were 27 Learning Disabled students). 6 students did not wish to have further evaluation or could not be located. 2 of the 5 Mid-Management students referred for further evaluation were identified as handicapped. 2 students did not want further evaluation and 1 student could not be located.

The project calls for post-test administration of a criterion referenced post-test to identify the number of students receiving support services after screening. It was determined that due to the large number of students no longer attending the LAS, that administration of the post-test would not reflect the actual number of students served by the LAS. Instead, a review of SNP files was conducted to identify the number of students receiving support services after screening. The number of students receiving support services before screening was 8. The number of students receiving support services after screening was 34.

Recommendations and Evaluation of Learning Assistance Service, Resources, and Programs:

The intent of the evaluations and recommendations was to identify strengths and weaknesses of current recources, services, programs and materials available in the LAS and to provide recommendations for improvement of the LAS.

Initially, experts in developmental education were contacted regarding programming, materials assessment, remediation, instructional techniques, advising, vocational education, college preparation, learning disabilities accommodations and compensatory education. (See Appendix D). A listing of strengths and weaknesses was developed. A summary of weaknesses and recommendations for improvement was written. (See Appendix E).

D. Results:

An effective, efficient and inexpensive method for identification

of mentally handicapped and academically disadvantaged students has been identified.

A device was identified which can be used to identify handicapped and disadvantaged students effectively, inexpensively and efficiently.

A sample group of LAS students and a control group were screened to identify mentally handicapped and disadvantaged students.

Students identified as having potential special needs were referred to the SNP for further evaluations.

A report including the number of special needs students identified through screening and the number of students receiving supportive services before and after screening was written.

A control group from a college mid-management course was also screened.

A survey of the Learning Assistance Service was conducted and a report was compiled detailing the strengths and weaknesses of LAS services materials and resources.

The evaluation of the LAS identified deficiencies in services and resources, materials and programs to handicapped, disadvantaged, and regular students. Recommendations were written based on LAS evaluations.

E. Conclusions, Implications and Recommendations:

Currently there is no method for screening students to identify the handicapped and disadvantaged upon entry into the LAS. There are legal mandates for providing services to the handicapped and disadvantaged. The utilization of achievement testing for mass screening provides a cost effective inexpensive screening. The need for such an effective method for identifying mentally handicapped and academically disadvantaged students will become more important in the future as budgets decrease and demands for program services increases.

Achievement information has been utilized to determine program eligibility. This practice is discriminatory to many mentally handicapped and academically disadvantaged. Due to legal liability, this practice should be discontinued. The purpose of screening students should be to provide appropriate services to the student before advising.

A significant number of handicapped and disadvantaged students presently in the LAS are not receiving appropriate support services. The LAS should utilize achievement testing for mass entry level screening to identify potential special needs students on the basis of achievement deficits. Students

identified as potential special needs students should be referred to the Special Needs Program to receive appropriate support services. Implementation of entry level screening and referral would assist in providing appropriate educational services to the special needs student.

Services, materials, programs and utilization of resources for students in the LAS are not meeting the educational needs of many students. Students become frustrated and drop out due to inappropriate programming and instructional techniques. If the LAS is not altered to better serve students, the high rate of failure can be expected to continue. With improved educational services for the handicapped in public schools, the number of handicapped students requesting educational services can be expected to increase.

A summary of recommendations for the LAS (in this report) include, but are not limited to: (See Appendix E)

1. The removal of discriminatory entry level requirements.

2. Screening with an achievement test after admission to LAS programs but before course registration should be introduced in the LAS.

3. Students identified as academically deficient should be referred to appropriate educational support services.

4. Curriculum should be broadened to provide pre-vocational, survival, vocational and college preparatory planning.

5. Individualized programs should be developed to assist students in identifying and achieving academic and vocational goals.

6. Advising that focuses on remedial course placement should be evaluated to determine the value of such placement to the student in achieving his or her academic and vocational goals.

7. Teacher instruction should be the primary method of instruction.

8. Instructional techniques should be broadened to include one-to-one instruction, small group direct instruction and large group instruction.

9. Development of a system whereby an ongoing assessment of students will:

   a. Occur at frequent fixed intervals.

   b. Identify specific skills to be assessed.

   c. Identify the rate at which a student can perform a skill.

d. Identify mastery level and

e. Identify the time involved in skill acquisition.

10. Develop formal plans by the LAS to better utilize other existing supportive services available on campus.

11. Establish a working relationship with local public schools in order to fulfill mandated requirements under PL 94-142 for those handicapped students under the age of 21 who do not possess a high school degree.

12. Revise or establish a time schedule for staff to accomplish non-instructional responsibilities.

F. Evaluation:

Evaluation of the progress of the project and the results was accomplished by:

1. An ongoing internal review and evaluation of sub-objectives.

2. An external evaluation of LAS recommendations by the Director of Project HELDS (Higher Education of Learning Disabled Students, Central Washington University).

3. An external evaluation of screening device selection by the Assistant Dean for Minority Affairs and Educational Opportunities, Central Washington University.

4. A determination of students receiving supportive services before and after screening.

The following is a summary of evaluation results:

1. Evaluation on sub-objectives indicate that all sub-objectives have been completed with the exception of objective #8. Objective #8 calls for the administration of a criterion referenced post-test to identify the number of students receiving support services as a result of screening was altered to the number of students receiving support services after screening who will be identified by a review of Special Needs program and grant project records. This was successfully accomplished.

2. Results of the evaluation of screening device selection were:

   a. The use of achievement testing is appropriate for use in mass screening to identify special needs students.

   b. The screening device selected met the established criteria.

   c. The screening device is appropriate for the use of the LAS.

3. The evaluations indicate that recommendations:

   a. Are comprehensive,

   b. Are pertinent to the LAS program.

   c. Provide for better utilization of the LAS.

   d. Are serving similar populations.

4. It has been determined that the number of students receiving support services through the screening and referral process has increased significantly. The introduction of a screening and referral process has increased significantly. The introduction of a screening and referral to supportive services will assist in improving services to the handicapped and disadvantaged student.

APPENDIX A

BIBLIOGRAPHY

Project No. 81-AKT(186)NN

Assessing Screening Devices and Programming to Mainstream Handicapped and Disadvantaged Students

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September 30, 1981

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APPENDIX B

SCREENING DEVICE EVALUATION AND SELECTION

Project No. 81-AKT(186)NN

Assessing Screening Devices and Programming to Mainstream Handicapped and Disadvantaged Students

Research Project in Vocational Education
Conducted Under
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September 30, 1981

SCREENING DEVICE EVALUATION AND SELECTION

The need for a screening device to identify special needs students (learning disabled, mentally retarded and academically disadvantaged) in the Learning Assistance Service (LAS)[1] has been predicated on the assumption that a significant number of these students are enrolled in the high school completion and college deficiency courses and are not receiving appropriate accommodations in the LAS due to insufficient methods of identification.[2] It has been recognized that the identification of special needs students is only the first step in the determination of a disability or disadvantagement. Therefore, this report will provide recommendations for further evaluation regarding the determination of disabilities and disadvantagement.

When providing education services to the disabled, legal mandates must be considered. Two mandates which were identified as potentially effecting LAS services have been reviewed: Section 504 of the Rehabilitation Act of 1973 and Public Law 94-142.

Section 504 mandates non-discrimination on the basis of handicap. 504 is applicable to all handicapped students in the LAS. Regarding identification, 504 definitions must be considered. 504 defines a handicapped person as any individual who "has a physical or mental impairment which substantially limits one of life's major activities, has a record of such an impairment or is regarded as having such an impairment". When screening to identify the handicapped, schools "may not make pre-admission inquiries as to whether an applicant is a handicapped person, but, after admission, may make inquiries on a confidential basis as to handicaps that may require accommodation".

Sub Part D of 504 regarding elementary and secondary education may be applicable to handicapped students under the age of 21 enrolled in high school completion programs. Further research is indicated in this area. Based on 504, screening should occur only after admission to LAS programs. Determination of a disability should be based on 504 criteria.

Public Law (PL) 94-142 mandates a free appropriate public education to all handicapped children, age 3 through 21 within the state. The Office of Superintendent of Public Instruction and the Office of Civil Rights and the Commission for Vocational Education have been contacted to interpret the relationship of 94-142 to Community

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1 The Learning Assistance Service is a Developmental Center designed to serve Adult Basic Education, High School Completion and College Deficiency Students. This report will focus on the High School and College Programs.

2 Of 500 course enrollments in Fall of 1980 there were 173 incompletes and 151 failures.

Colleges providing high school completion programs. As of this writing, no final response has been received from the Office of Civil Rights. The Office of Superintendant of Public Instruction in Washington has interpreted 94-142 as not applicable unless the Community Colleges are the recipients of 94-142 funds. However, according to the Commission for Vocational Education, 94-142 does apply to those handicapped students under the age of 21 without a high school diploma. Further, Community Colleges will be required to present Individual Education Programs (IEP's) for those students during compliance audits.

If in fact 94-142 is applicable to those LAS students, an ongoing search to identify disabled students as well as multi-disciplinary assessment is required. More research is warranted regarding this issue.

SCREENING APPROACH

There is a paucity of literature regarding screening devices[3] for the identification of special needs students at the post secondary level. However, two possible approaches for screening have been identified as a result of conversations with professionals in the field. These approaches are: 1. The use of diagnostic achievement and/or achievement test and 2., the use of perceptual testing.

Perceptual Testing - Certain types of perceptual deficits correlate highly with learning disabilities. Academically disadvantaged students however could not be identified on the basis of perceptual test results. Moreover, perceptual testing has been a source of controversy in the education field.[4] The cost of training, administration, interpretation and the time necessary for the use of the perceptual test is excessive. Therefore, perceptual testing has been

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3 Sub-objective #2 refers to evaluation of 5-20 screening devices to identify special needs students. Sub-objective #3 is used to select 1-2 instruments for screening potential special needs students.

4 "Although perceptual theories have received much attention in schools, it is important to note that serious questions have arisen regarding their use. In general, criticisms have centered around the inability of their proponents to delineate what constitutes "perception" or a "disorder". In addition, perceptually oriented tests and training programs have not facilitated academic achievement. At best, perceptual assessment should be considered experimental with little empirical support of its usefulness in schools. Consequently, we do not recommend the use of these techniques except for research." Wallace and Larsen Educational Assessment of Learning Problems: Testing for Teaching, Allyn and Bacon 1978

excluded as a possible screening approach for use in mass screening of LAS students.

Diagnostic Achievement and Achievement Testing - Academic deficits are one factor which all three target groups have in common. These deficits are identifiable through diagnostic achievement and achievement testing. Minimal training is needed to administer and interpret such tests. The expense for this screening approach is comparatively low. Therefore the use of diagnostic achievement and/or achievement tests has been selected for use in the LAS.

SCREENING DEVICE CRITERIA

Selection of a screening device will be based on the following criteria:

1. Screening device will identify significant academic achievement deficits.
2. Achievement testing shall be rapid.
3. Achievement testing shall reflect wide ranges of performance in test areas.
4. Achievement testing shall be adaptable to group administration.
5. Achievement testing shall be inexpensive.
6. Training for administration and interpretation of achievement testing is not to be extensive.
7. Test response will be direct, either written or oral. (No multiple choice).

SCREENING DEVICE EVALUATIONS

A variety of tests were reviewed but have been excluded because they failed to meet the selection criterion.

Perceptual Tests - Perceptual tests and test Batteries including perceptual tests, i.e., London Procedures Test and The Bender Visual Motor Gestalt Test, Auditory Discrimination, Purdue Perceptual Motor Test and the Halstead Reitan, have been reviewed. Perceptual testing has been excluded for use in mass screening of LAS students, therefore, such tests were rejected for consideration.

Diagnostic Achievement Tests - Many well designed diagnostic achievement tests exist and were reviewed, i.e., Woodcock Reading Test, Key Mathematic Test, Lincoln Diagnostic Spelling Test. Such tests are readily available, however the time necessary to administer such tests covering a wide range of academic areas is prohibitive. While diagnostic testing is appropriate for use in the LAS, such testing does not lend itself to mass rapid screening, therefore,

Diagnostic Achievement Tests have been excluded from further consideration.

Achievement Testing - A variety of achievement tests were reviewed. Tests such as the Metropolitan Achievement Test, Stanford Achievement Battery, Test of Adult Basic Education and the California Achievement Test consist of different tests for several levels and frequently the response format is primarily multiple choice. Such tests do not lend themselves to mass rapid screening of students with wide ranges of performance levels and therefore were excluded from further consideration.

While over 50 devices have been reviewed, only two achievement tests have been identified which meet the stringent criteria established. These tests are the Wide Range Achievement Test (also known as the WRAT or JASTAK) and the Peabody Individual Achievement Test (PIAT).

PIAT - The Peabody Individual Achievement Test - This is an achievement test covering arithmetic, reading (comprehensive and word recognition), spelling and general information. Scores are obtained, grade equivalent standard score, percentile rank. Test is individual administration and takes a minimum of 30 minutes. Pictures may provide a bias for certain cultural groups. The scoring is rapid. No formal training is required for administration and interpretation. Test kit and booklet costs are inexpensive (documentation is available upon request). A major drawback of the test is that is does not adapt well for group administration.

The WRAT (Wide Range Achievement Test) or JASTAK is a rapid achievement test. Scores are obtained in the areas of reading, arithmetic and spelling. Scores are given in terms of grade equivalent, standardized score or percentile rank. Scores range from pre-school through college levels. Spelling covers figure copying and spelling words. Arithmetic covers counting, number identification. The reading is limited to letters and word identification. The WRAT is designed for individual administration, however, the spelling and arithmetic sections are easily adapted for group administration. Testing time runs from approximately 20 minutes to 45 minutes for administration. Test scoring is obtained by correcting each individually taking only 5-10 minutes. Scores are easily interpreted. Cost for test booklet and individual recording forms is minimal.

SCREENING DEVICE SELECTION

The screening device selected for use in the LAS to identify potential special needs students is the Wide Range Achievement Test (WRAT or JASTAK). The WRAT was selected because of all the tests reviewed, it met all of the test criteria established.

Strengths:

1. WRAT identifies achievement levels in arithmetic, spelling and reading (word recognition only).

2. Test can be administered in 20-55 minutes.

3. Test reflects wide ranges of performance in test areas. Grade equivalence K-13.

4. Test can be adapted for group administration in spelling and written areas and math sections.

Cost of test and materials is inexpensive.

5. Training for administration and interpretation is not extensive. Classroom teachers can administer tests.

6. Test response is direct.

Weaknesses:

1. Test is limited in areas covered, i.e., no reading comprehension.

2. Test does not yield diagnostic information.

3. Test was not designed for group administration.

RECOMMENDATIONS FOR DETERMINATION OF DISABILITY AND DISADVANTAGEMENT

After identification of potential special needs students has occurred, these students should be referred for further evaluation to identify mentally handicapped and academically disadvantaged students.

It is assumed that by adulthood sufficient information can be attained through historical evaluation, achievement information or previous identification to identify the majority of LD, MR and disadvantaged student.

This determination can be made by an individual with knowledge and training in learning, disabilities, mental retardation and disadvantagement through the use of criterion referenced checklists. Criterion referenced checklists should include academic and non-academic histories of performance, learning characteristics, soft neurological signs, birth history and heredity. When insufficient information is obtained or where unexplained sudden onset of a learning disorder has occurred (potential health hazard), formal validated individual assessment covering intelligence, perceptual and achievement testing (i.e., Halstead Reitan, Neuropsychological Test Battery) should be obtained. The cost of independent individual assessment is expensive ranging generally from 200 to 800 dollars. Many disabled individuals are eligible for Department of Vocational Rehabilitation services, and because DVR administers formal validated assessment, this information can be obtained at no expense with student permission from DVR.

Footnotes:

There are relatively few criterion referenced checklists which have been identified during project research. Furthermore, I have not identified any profile evaluation which has been scientifically validated. While this appears to meet Section 504 requirements, the development of a validated tool would be valuable.

APPENDIX C

SCREENING AND SERVICE DELIVERY RESULTS

Project No. 81-AKT(186)NN

Assessing Screening Devices and Programming to Mainstream Handicapped and Disadvantaged Students

Research Project in Vocational Education
Conducted Under
Public Law 94-482

Michael Haykin Principal Investigator
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9401 Farwest Drive S.W.
Tacoma, WA 98498

September 30, 1981

APPENDIX D

LAS SURVEY AND EVALUATION

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LAS SURVEY AND EVALUATION

Following is a report including observational survey and assessment of strengths and weaknesses of resources, services, programs and materials in the Learning Assistance Service (LAS).

The need for this evaluation was predicated on the assumption that significant numbers of special needs students exist in the LAS and were not receiving appropriate programming. This was based on the fact that of 500 course enrollments in fall quarter of 1980, there were 151 failures and 173 in progress grades. LAS sampling indicates that a significant number of handicapped and disadvantaged students "do exist" in the LAS. (See Appendix C).

The report will cover the following:

1. General Information
    a. Attendance
    b. Continuous Entry
    c. Hours of Service
    d. Grading Policy
    e. Staff Utilization

2. Programs
    a. Adult Basic Education/English as a Second Language (ABE/ESL)
    b. High School Completion (HSC)
    c. College Deficiency
    d. College

3. Entry Level Testing and Advising

4. Instructional Methods
    a. One-to-One Instruction
    b. Programmed Instruction
    c. Small Group Instruction

5. Ongoing Assessment

6. Materials
    a. Assessment
    b. Instructional Material
    c. Equipment

7. Resources
    a. Special Needs Program (SPN)
    b. Career Placement
    c. Testing and Tutoring

ATTENDANCE

OBSERVATIONAL SURVEY

The LAS maintains no attendance requirements. Students may come and leave the LAS at any time. There are no minimum attendance requirements. A sampling of attendance during Summer Quarter of 1981 shows 37% attendance daily in the LAS. An attempt was made to implement hourly sign up sheets to identify the number of students attending hourly. The LAS staff did not post the hourly attendance sheets. A brief survey indicates that 14-32 students are served per hour. Other samples indicate that there are approximately 6 days attendance per course enrollment in Winter 1981. The mode is 0-10 days attendance with 45% of the students falling into the 0-10 days attendance mode. 12.5% of the students sampled were no shows. Approximately 300 students are served each quarter.

STRENGTHS

The attendance policy provides flexibility for the student. Many students have children, jobs or outside classes. The attendance policy allows students to adapt the LAS to meet their scheduling needs.

WEAKNESSES

While the LAS maintains a record of attendance, the information obtained is difficult to interpret. The sheets do not identify how much time a student is in the LAS.

A significant number of students show less than 10 days in attendance.

Students have been observed entering the LAS, signing in and leaving. Students fill FTE slots and attend 1-5 days and never show up again. (This confuses interpretation of the number of students actually being served). Students register for time slots, but there are no restrictions on when students can appear at the LAS. Numbers of students in excess of the "full load" for that time slot occurs frequently during the quarter.

CONTINUOUS ENTRY

OBSERVATIONAL SURVEY

The LAS courses are open for entry on a continuous basis during any quarter. Students may register for courses at any time.

STRENGTHS

Continuous entry into LAS courses provides flexibility for students, broader access to LAS programs and allows students that are having difficulty with basic skills to receive remedial instruction promptly.

WEAKNESSES

Lack of specific time scheduled for continuous entry responsibilities requires LAS staff to provide advising, placement testing, and registration throughout the quarter during instructional time. This interferes with instructional responsibilities.

HOURS OF SERVICE

OBSERVATIONAL SURVEY

The LAS is open continuously from 8 A.M. to 9 P.M. Monday through Thursday and 8 A.M. to 5 P.M. on Friday.

STRENGTHS

Wide range of service hours provide for maximum flexibility in student scheduling.

WEAKNESSES

Staff has other responsibilities beyond instruction, i.e., registration, advising, record keeping communication, administrative responsibilities and planning, which interfere with instructional time. LAS can frequently be found with one instructor and occasionally no instructors are present. (Staff present in the LAS have been involved in advising and are in need of assistance).

GRADING

OBSERVATIONAL SURVEY

Course completion is required to receive a passing grade. Courses are graded on an A to F scale. Students must complete more than 50% of their course work to receive an incomplete or in-progress grade. An in-progress grade (Z grade) may be assigned to students in the LAS. A Z grade is designed to accommodate for the continuous entry policy and to compensate for the individually paced programs which may take students longer than one quarter to complete. Grades A to F are assigned on the basis of the grades received on tests and course work during the course.

STRENGTHS

Z grades allow students to work at their own pace to successfully complete course requirements. Z grades accommodate continuous entry situations, where, for example, disabled students may begin educational work when they are physically or motivationally ready. Students are not penalized for late entry into courses.

WEAKNESSES

F grades are given to students who have entered in course at late times during the quarter and have little or no attendance. This is inconsistent with the attendance policy.

Attendance records do not give adequate information to determine how much time a student has spent working in the LAS, i.e., a student may only show six days of attendance but may have spent five hours each day.

Completion of course work within one quarter for successful grade assignment is unrealistic for some students. Students with mental handicaps may take three or four times as long to acquire a skill.

Students are also placed at different levels in the same course in remedial programs. The amount of material to be covered to acquire a grade may vary from student to student, i.e., a student may enroll in a math course and be placed in basic addition. Another student may be placed in addition of decimals in the same course. Successful course completion by the first student requires that more material be covered by him/her than by the second student.

STAFF UTILIZATION

OBSERVATIONAL SURVEY

The following is a chart identifying staff assignments and responsibilities for the 80-81 and 81-82 years:

	80-81	81-82
First full time Instructor	Instruction, advising registration and 1/3 time administration	Same
Second full time Instructor	Instruction, advising and registration	Same
Full time Instructional Tech II	None	Classroom instruction
First part time Instructional Tech II	A.M. ABE/ESL	Same
Second part time Instructional II	P.M. ABE/ESL	Same
Full time Aide	None	Maintain attendance, record keeping, post grades, objective test grading, program check out and inform students of progress
First part time Aide	Keep attendance, post grades, objective test grading and inform students of progress	None
Second part time Aide	Record keeping, objective test grading and inform students of progress	None
Student Help 1/2 time	Check out programs	None

Instructional staff assigned to cover all subjects and student. Specific time is not established to cover non-instructional responsibilities.

STRENGTHS

Instructional staff is assigned to LAS for all operating hours.
Aides are available to assist with record keeping responsibilities.
Specific staff is assigned to work with ABE/ESL.

WEAKNESSES

Staff responsibilities beyond instruction interfere with instructional responsibilities. Staff is frequently unavailable for instruction and can be found advising, record keeping, on the telephone, correcting assignments. Staff are not assigned specific students.

Instructional staff is responsible to respond to all students needing assistance in different levels on different subjects. This makes monitoring individual student progress difficult.

Non certified instructional staff is responsible for disseminating student progress information to students. Non instructional staff cannot be expected to adequately interpret information regarding student progress.

PROGRAMS

The LAS provides a wide variety of Programs: Adult Basic Education/ English as a Second Language, High School Completion, College Deficiency and college courses.

STRENGTHS

The LAS serves a broad range of students, addresses community needs for basic education, provides a continum of remedial support in basic academic skills and provides flexibility in scheduling for students that have responsibilities beyond the LAS. The programs provide a first or second chance for many students to receive a basic education.

WEAKNESSES

The wide variety of programs requires staff to be responsible for providing academic support in a wide range of areas and levels.

Long range remedial support is inappropriate for many students. Research indicates that as the time spent in remediation increases, the growth in remediation decreases. Many students have been previously involved in remedial programs and have made little or no growth. Students may, for example, be registered for English 16 as many as 15 times (documentation available upon request). In continuing this process, the prognosis for success is limited.

The flexibility offered by the LAS makes monitoring individual progress difficult.

ABE/ESL

OBSERVATIONAL SURVEY

Adult Basic Education/English as a Second Language (ABE/ESL) is designed primarily to meet the needs of foreign speaking students who have English reading skills below the 5th grade level. The LAS accepts students who were educated in foreign schools but have basic skills deficiencies. Curriculum covers communication, reading, language and math. The majority of instruction occurs through independent placement in programmed instructional material with limited one to one and small group instruction.

STRENGTHS

Provides basic language, reading and math instruction that aids the large foreign speaking population present in the Steilacoom, Lakewood and Tacoma area. Acceptance of students educated in foreign schools that have basic skills deficiencies accommodates the needs of those who would otherwise not have the opportunity for basic education.

WEAKNESSES

The ABE/ESL program is not designed to serve the English speaking student who has severe basic skills deficits.

While the LAS serves students with basic skills deficits who received high school degrees abroad, the same service is not extended to students who have received high school degrees in American schools. This practice is discriminatory to handicapped and disadvantaged students who have received inadequate education.

The focus on independent use of programmed instructional material does not provide oral communication skills training appropriate for foreign language speaking students. ABE/ESL curriculum does not include survival skills, vocational and prevocational skills components. Most ABE/ESL students do not have a high school degree yet they are not included in the HS program.

HIGH SCHOOL COMPLETION

OBSERVATIONAL SURVEY

The LAS offers a high school completion program for students who have not completed their high school diploma. The curriculum is designed to meet the state qualifications for a high school degree. Upon completion of the program, students are awarded a high school diploma. Students who have above a fifth grade reading equivalency are allowed to participate in the high school program. Curriculum focuses on academic skills training. Students work at their own pace in individual programmed material.

STRENGTHS

The HSC provides students who do not have a high school degree the opportunity to obtain the degree. The diploma received is accepted throughout the state. Students can work at their own pace. Curriculum focuses on basic skills development.

WEAKNESSES

The fifth grade entry requirement for reading is discriminatory to handicapped and disadvantaged students. The LAS adheres to this policy on some occasions and not in others. This practice has been the source of controversy.

The test used to measure reading level does not include decoding skills.

Vocational curriculum is very limited. Students are rarely encouraged to take courses outside the LAS to achieve HSC credits. Students could be working on vocational and academic goals beyond the LAS program while earning HSC credit.

Remedial basic skills training is an inappropriate goal for many students.

IEP's are not present for those handicapped students under the age of 21 that have not completed high school.

Curriculum does not include pre-vocational, vocational or survival skills training components.

COLLEGE DEFICIENCY

OBSERVATIONAL SURVEY

The LAS serves college students who have basic skills deficiencies with remedial skills training. Students with academic deficits are placed in individual remedial programs. A minimum fifth grade reading skills level is required for entry into college deficiency programs.

STRENGTHS

Provides students with remedial assistance in deficit areas and allows the student to work at their own pace. Allows students to develop skills prerequisite for college courses.

WEAKNESSES

Remediation is inappropriate for some handicapped students at this level.

A focus on accommodations and compensatory skills development does not exist in the LAS programming.

The fifth grade reading requirement is discriminatory to many handicapped and disadvantaged students.

ENTRY LEVEL TESTING AND ADVISING

ENTRY LEVEL TESTING

OBSERVATIONAL SURVEY

Students desiring entry into LAS courses are required to take placement and achievement tests. The tests are administered by the LAS instructors. The tests are used to determine course placement, program placement and level placement in programmed instructional material. Students requesting HSC and College Deficiency program placement must score above the fifth grade level on reading tests. Students requesting entry into ABE/ESL must score below the fifth grade on reading tests.

STRENGTHS

Testing is useful in determining remedial course placement or skills covered. Identifies basic skills deficiencies. Provides achievement and diagnostic information in the areas covered.

WEAKNESSES

There is no method for identifying handicapped and disadvantaged students upon entry. Unique instructional needs often go unaddressed.

Use of entry level testing to determine program eligibility on the basis of reading achievement is discriminatory to handicapped and disadvantaged students for use in HSC and College Deficiency programs.

Achievement testing is used in advising to determine placement in academic courses for which achievement testing is not required, i.e., a sixth grade reading level is not prerequisite skill required for the history course. Handicapped students may be able to achieve successfully in college courses with minor accommodations. The use of testing for this purpose is inappropriate.

Testing yields very limited diagnostic information and covers very few areas, i.e., reading test covers comprehension but not decoding. Testing services are available on campus but not utilized. Entry testing interferes with instructional time.

Remedial course placement is inappropriate for many students because they have already been involved in remediation with little success. (Other students have very low basic skills levels). Students are often advised not to take college level courses until basic skills levels have been raised. For a student to wait to become involved in vocational or alternate academic programs until their basic skills have been raised to a functional level is unreasonable, i.e., a student with second grade reading reading and math level, may take several years to raise their skill levels.

ENTRY LEVEL TESTING AND ADVISING

ADVISING

OBSERVATIONAL SURVEY

Advising for LAS students is carried out by the two full-time instructors. Students are advised to take LAS classes on the basis of placement testing information, diagnostic testing and for High School Completion students, the amount of credits needed to accomplish a degree program.

STRENGTHS

Students are only advised to take appropriate levels of remedial coursework commensurate with their academic skills levels. Students are advised to only take courses that apply toward their high school degree program or deficiency area in the LAS.

WEAKNESSES

Students are not receiving advisement that will address vocational or academic goals beyond the LAS.

Development of individualized programming to address individual student needs does not occur in the advising process.

Students with vocational goals and academic goals beyond the LAS are rarely advised to take courses outside of the LAS which would apply to their academic and vocational goals and receive credit in their LAS program.

Remedial programming is not appropriate for many LAS handicapped students; advising focuses on advising students into remedial programming and does not provide for identification of reasonable accommodation and appropriate vocational placement and programming. Students are advised to not take college courses on the basis of testing which does not apply to those courses, i.e., a student is advised not to take a college level economics class on the basis that the student has a sixth grade reading level; a sixth grade reading level is not a prerequisite for the economics class. Students with accommodations may be able to succeed in these courses, yet they are advised not to enroll in those courses. Students are advised in such a manner that they often spend years in remediation when they might have been successfully employed if cooperative advising and accommodation were a practice.

INSTRUCTIONAL METHOD

ONE-TO-ONE INSTRUCTION

OBSERVATIONAL SURVEY

The primary method of instruction is provided through independent placement in programmed instructional material. Students having problems identify an available instructor or instructional technician and receive one-to-one assistance. Students failing test and course projects meet with instructors to receive one-to-one assistance. Students may be present in the LAS in all different courses at different levels. Instructors are responsible for covering a wide variety of subjects, students and levels.

STRENGTHS

Students receive one-to-one instruction if difficulties appear in testing. This provides immediate feedback. Many students can work at different levels in different subjects at one time.

WEAKNESSES

While individual instruction is valuable, alternate instructional techniques will be encountered by students continuing in education beyond the LAS. Students do not gain any experience in small and large group instructional settings.

Some students learn better in alternate settings.

The LAS staff is required to serve many students working at different levels and subjects at one time. Limited LAS staff is available for one-to-one instruction. It is difficult to instruct and monitor student progress on a one-to-one basis without including alternate instructional methods.

INSTRUCTIONAL METHOD

PROGRAMMED INSTRUCTION

OBSERVATIONAL SURVEY

Programmed instruction is the primary method of instruction in the LAS. Students are placed into programmed instructional material based on placement testing scores in reading, english, spelling and math courses. Students work independently in programmed material unless they ask for assistance or have failed progress tests and projects. Most instructional programs have progress tests and are self-correcting. The majority of instructional programs involve multiple modalities.

STRENGTHS

The material is sequential in the topic areas covered. Material is presented in multiple modalities. Materials are self-correcting. Large numbers of students can work on different topics at different levels at one time. Students can work at their own pace on the instructional programs. Students can work independently. This provides flexibility in student programming.

WEAKNESSES

Staff is required to cover a variety of subjects and areas at one time.

While most programmed material is sequential, a variety of skills are required to utilize the programmed material. Students must have reading, writing and study skills. Requires students to independently stay on task, follow direction, work independently, retain information from day to day. Material is self correcting only if the student identifies that a mistake has been made. Students cannot ask the programmed material questions. While the student can work at his or her own pace in the material, the material may not be designed at an appropriate level for the student. Some students must work longer on smaller steps than others. The programs do not accommodate this need for a wide variety of students. Most programs are not designed so that students receive corrections in an alternate form. If students do not understand something the first time in one format, repetition of the same material does not guarantee the student will understand it the second time.

Programmed material does not monitor student progress.

Many times programs specify no time criterion for skills. The student may be able to perform the skill but not at a functional level. It is very difficult to stay on task for long periods of time. Individualized courses are usually not designed for the student to work alone and without monitoring.

ONGOING ASSESSMENT

OBSERVATIONAL SURVEY

Ongoing assessment occurs in the LAS through the use of progress tests and project completion. Students are required to take progress tests or complete projects in order to complete course requirements. There are no requirements as to when these tests must be taken. There are no time requirements as to how long a student has to take a test or complete a project in most cases. Upon completion of tests and projects, the student's work is graded. Students with successful grades may pass on to the next unit or project. Grades are recorded in a master grade book which is kept in the LAS office. Grades are recorded as letter assignments. Students failing tests meet with instructors, receive one-to-one assistance and may be referred back to instructional material or may be placed in alternate instructional material. Students may retake tests or correct assignments.

STRENGTHS

Assessment information will aid in the identification of student progress. Policy requiring the student to meet with an instructor after a test failure provides the student with one-to-one instruction immediately after a problem has been identified. Recording of grades in a master book provides a record of the material a student has covered which is easy to interpret.

WEAKNESSES

Students may be involved in programmed instruction or project completion for long periods of time before they take a test or complete a project; a problem can go unidentified until the test or project is completed. This is particularly true for students who have learning difficulties. Students experience failure and drop out of courses before a problem is identified. The information obtained through assessment does not indicate how much time a student has spent on a skill. Results will indicate how long it has been since a test or project was completed, but does not identify how long the student has been working in that time frame. The information obtained is not criterion referenced. There is no time criterion involved in most cases, i.e., if a student takes 40 minutes to complete 10 two single digit addition problems, the student may pass progress tests. The rate at which the student performs the task may serve no functional use. Further, the progress testing in many instances does not identify student ability to perform a task successfully, i.e., if the test covers three addition problems, three subtraction problems, three division problems and three multiplication problems, and the passing level for that test is 85%, a student could miss one out of three division problems and still be continued into the next level of material. Ongoing assessment information does not indicate mastery level, i.e., a student can successfully pass a progress test one day and be unable to perform the same skill in a week.

While the information regarding student progress ir course requirement is available through the master book, instructors do not have that information when working with students around the room. A student may be working for long periods of time and covering little material. Staff cannot readily identify this without specific data.

MATERIALS

ASSESSMENT

OBSERVATIONAL SURVEY

A variety of assessment tools are used in the LAS. AVT Math and Reading Tests, Nelson and Nelson Denny Reading Tests, the London Procedures Test, and a Learning Styles Preference Inventory are used in the LAS. Tests are used for placement, diagnosis of basic skills deficiencies, and identification of learning styles and problems. Most programmed material includes progress testing.

STRENGTHS

Tests have diagnostic and placement uses. Provide a method for student course placement.

WEAKNESSES

Tests cover limited amounts of skills. Some tests require unrelated prerequisite skills, i.e., a student may have written directions to follow in order to take a math test. Tests will not identify deficiencies in the areas for which they are being used, i.e., the AVT and Nelson tests are administered to identify reading level placement. These tests focus on comprehension. Many students have severe decoding deficiencies. These tests do not yield this information. There is a limited amount of criterion referenced testing available. Testing does not yield specific information about students specific skills but rather identifies areas of strengths and weaknesses.

MATERIALS

INSTRUCTIONAL MATERIAL

OBSERVATIONAL SURVEY

A wide variety of instructional material is available. The majority of material is individual programmed material. Small group direct instructional material is available. Some concrete operational material is available.

STRENGTHS

Instructional material is available for use in small group direct instruction, one-to-one instruction and individual instruction. The majority of material is sequential. Material is available for most courses. Most material can be adapted for use in small group and one-to-one.

WEAKNESSES

Most small group and one-to-one material is not in use.

Very little material is available for large group instruction.

While the programmed material is designed so the student can work at his/her own speed, most material does not provide for students who require more work on a skill to acquire mastery, i.e., an instructional section covering addition of two double digit numbers with carrying may provide ten problems for the student. While each student can work through these problems at a different rate, upon completion of the ten problems one student still may not be able to retain that skill or perform that skill at a functional level. A student may need to perform that skill a hundred times before they have acquired the skill. Instructional programs do not provide for this.

MATERIALS

EQUIPMENT

OPERATIONAL SURVEY

A wide variety of equipment is available for use in the LAS. There are 12 filmstrip machines, 2 slide projectors, 12 AVT slide, screen and cassette units, 8 controlled readers, 2 electronic card readers, 5 record players, 44 cassette players, 6 projection screens, 1 globe, 6 wall maps, 24 partioned seating areas and 52 seating areas. Other instructional equipment is available through the Audio Visual Department.

STRENGTHS

The equipment is available for all open hours. There is adequate seating. Machinery is available to address multiple modalities.

WEAKNESSES

Much of the equipment available is not in use. Dependence on equipment for instruction is inappropriate for many students. Many students need to work for several months or years to achieve LAS goals. Use of machinery over such long periods of time makes it difficult to maintain student's interest and motivation.

RESOURCES

SPECIAL NEEDS PROGRAM

OBSERVATIONAL SURVEY

The Special Needs Program is a supportive services program on campus designed to assist handicapped and disadvantaged students to develop, identify and achieve goals through planning and advising, providing accommodations, assessing student progress, providing referral to other agencies and working with the student, faculty, staff and outside agencies to provide an education in the least restrictive environment.

STRENGTHS

The SNP provides a wide range of support to handicapped and disadvantaged students. The SNP is available to all handicapped and disadvantaged students in the LAS and can provide advising, planning and assessing student progress.

WEAKNESSES

LAS does not work together with SNP to identify handicapped and disadvantaged students and does not work with the SNP to develop and monitor student programs in most instances. In most cases, planning and advising for handicapped and disadvantaged students is carried out by the LAS staff. Students go unidentified and hence do not receive appropriate accommodations.

RESOURCES

TUTORING

OBSERVATIONAL SURVEY

Tutoring is available to the LAS students through two sources. The LAS provides limited student tutoring. A tutorial center on campus provides tutoring throughout the winter, spring and fall quarters. The tutors are college students.

STRENGTHS

The tutorial assistance provides individual instruction for the student having difficulties. Tutors throughout the tutorial service are trained to aid the student in the development of their basic study skills.

WEAKNESSES

Tutoring is only recommended and arranged for a limited number of students. Many students are unaware of the tutorial services available outside the LAS.

APPENDIX E

LAS RECOMMENDATIONS

Project No. 81-AKT(186)NN

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Research Project in Vocational Education
Conducted Under
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September 30, 1981

The following report concerns recommendations for the Learning Assistance Service (LAS) for effective and efficient use of resources, services and programs. The recommendations are based on information obtained through the evaluation of the Learning Assistance Service Strengths and Weaknesses.

The recommendation will cover four major areas: General Policy, Program, Advising and Entry Level Testing, Instructional Methods and Ongoing Assessment, Resources and Materials.

GENERAL INFORMATION

The general information areas covered are continuous entry policy, hours of service, grading policy, attendance and staff utilization.

ATTENDANCE

Evaluations indicate:

(1) There is no minimum attendance requirement

(2) That attendance in the LAS is low

(3) Attendance recording method does not yield information regarding the amount of time spent in the LAS

(4) That students are holding FTE slots even though they do not attend the LAS

Further successful remediation is dependent on repetition. Students with low attendance can be expected to have poor achievement in remedial course work. Based on this, it is recommended that the LAS:

(1) Establish a minimum attendance requirement of two hours per course enrollment per week

(2) Establish withdrawal policy for students failing to meet minimum attendance requirements for their first three weeks

(3) Provide a sign-in and sign-out sheet, with times attended to be recorded by the teacher's aide

(4) Record attendance information in individual student folders as well as a class attendance record

(5) Student presence in LAS be restricted to enrollment times unless permission has been granted the course instructor

The recommendation to have student information recorded in a student folder was developed so the instructor can identify attendance information when working with the student.

CONTINUOUS ENTRY

Continuous entry into the LAS should be maintained. This provides flexibility and allows students to enter programs when motivation is high. Responsibilities for entry level testing, advising and registration interferes with instructional responsibilities. Therefore, it is recommended that specific non-instructional time be established to provide for continuous entry responsibilities.

HOURS OF SERVICE

Evaluations indicate that instructors have responsibilities beyond instruction. These responsibilities interfere with instructional time. It is recommended that the hours of service be restricted to 10 hours M-TH rather than 13 hours M-TH, and 6 hours on Friday, rather than 9 hours on Friday. The hours of service to be restricted to instruction. Advising, registration, entry level testing, meeting, telephoning, etc., to be restricted to non-instructional time.

STAFF UTILIZATION

Evaluations indicate that:

(1) Staff is not assigned to cover specific courses or students with the exception of ABE/ESL. This makes the staff responsible for covering a wide variety of students at different levels in different courses, making it difficult to monitor student progress and to identify individual instructional needs.

(2) The responsibility for identification of student progress and dissemination of this information lies with non-certified staff.

It is recommended that instructors be assigned specific courses and students for each instructional hours. The responsibility for monitoring and disseminating student progress information should be the responsibility of the instructional staff.

GRADING

Evaluations indicate that grading policy:

(1) Does not identify that students cover different amounts of material in remedial.

(2) Is not a measure of individual achievement in remedial course work.

It is recommended that grades reflect individual achievement and that course competencies be individualized in remedial courses.

PROGRAMS

A. Evaluations indicate that:

1. Programs focus on remediation. Remediation is inappropriate for many students. Students repeat courses several times and show little or no growth.

2. Staff is required to cover a wide variety of students in different courses at different levels. It is difficult to monitor student progress.

3. Programs are not designed to address individual needs. Students have a variety of academic survival, pre-vocational and vocational skills deficits that go unidentified.

4. Programs have eligibility requirements that are discriminatory. Entry level reading criterion into HSC and College Deficiency programs are discriminatory.

B. ABE-ESL Program:

1. Is not designed to serve the english speaking student who has severe basic skills deficits.

2. Serves students with basic skills deficits who have received HS degree abroad, yet the same service is not provided to students with inadequate educations who received degrees from the U.S.

3. Programs do not focus on oral communication, survival skills, pre-vocational and vocational skills. Many students are deficient in these areas and are not receiving instruction.

C. HSC:

1. Fifth grade reading entry level requirement is discriminatory.

2. Pre-vocational, vocational and survival skills curricula are limited. Many students have deficits in these areas that go unaddressed.

3. Programming focuses on remedial skills development. This is inappropriate for many students.

4. Students are primarily placed in LAS course work for completion of high school credits. Students could be attaining credit for vocational and academic course work available outside the LAS.

5. IEP's are not present for those handicapped students under the age of 21 that don't have high school degrees. The LAS is out of compliance with P.L. 94-142.

D. College Deficiency

1. Curricula focuses in remediation. Remediation is inappropriate for many handicapped students.

2. Fifth grade reading criteria for program eligibility is discriminatory to handicapped and disadvantaged students.

E. College Program. Program offerings should be maintained.

It is recommended that:

A. Programs:

1. Drop reading level and eligibility requirements.

2. Be assigned instructors to cover specific courses and students.

3. Provide individualized program development for students.

4. Broaden curriculum to include pre-vocational, survival skills and vocational education.

B. ABE/ESL

1. ABE and ESL should be separated. ABE students should be enrolled and included in HSC program.

2. ESL without High School Degree:

   a. Students should be included in HSC programs with special HS program for ESL students.

   b. ESL curricula should focus on oral communication, survival skills, pre-vocational and basic skills development.

   c. ESL credits should be accepted for High School credits.

3. Students who have completed high school should be entered into LAS courses under the College Deficiency Program.

C. HSC

1. Entry level reading requirements should be dropped.

2. Curricula should be broadened to include pre-vocational, career awareness, work experience, on-the-job training and vocation training and college preparation.

3. Program developed for students should be individualized in advising.

4. Programming should focus on placing students into regular academic and vocational training programs to receive high school credit.

5. LAS should not accept handicapped students under the age of 21 without high school diploma, without IEP's from the local district.

D. College Deficiency

1. Entry level reading requirement should be dropped.

2. College Deficiency should serve those students who are language or basic skills deficit who do have a high school degree.

3. Curricula should be broadened to address pre-vocational, survival skills and career awareness.

ENTRY LEVEL TESTING ADVISING

Evaluations indicate that:

A. Entry level testing

(1) Does not include a method for identification of handicapped and disadvantaged students. A significant number of handicapped and disadvantaged students are present in the LAS. These students have unique educational needs that go unidentified and thus fail to receive appropriate accommodations.

(2) Entry level reading testing is used to determine eligibility for LAS programs. This practice is discriminatory for handicapped and disadvantaged students.

(3) Entry level testing yields limited diagnostic information, and testing covers limited areas, i.e., reading test does not cover decoding. Information may be inadequate for the development of an appropriate program.

(4) Tests require skills beyond those being assessed, i.e., a math test may require reading.

B. Advising

(1) Responsibilities for advising interfere with instruction. Specific non-instructional time has not been set aside for advising responsibilities.

(2) Advising focuses students into remedial coursework. Attempts at remediation has been unsuccessful for many students. Students repeat courses many times and show little or no growth. Research indicates that as the time in remediation increases, success of remediation decreases. Many students, despite initial growth, have poor long-range retention. Research indicates that handicapped students can succeed in academic and vocational courses with accommodations, and development of compensatory skills.

(3) Advising is directed toward placing students in LAS for coursework. Students working on a high school degree could be working on academic and vocational goals outside of the LAS, while achieving high school credits for the outside work.

(4) Students are advised on the basis on placement testing not to take classes in areas that placement testing does not cover.

It is recommended that:

A. Entry level testing

(1) Be administered prior to advising.

(2) Information not be used to determine program eligibility.

(3) A rapid achievement test be included to identify potential special needs students for referral to the Special Needs Program.

(4) Diagnostic testing be administered in a wide variety area for math, reading and language.

(5) Students that have not identified career goals be referred to the Career Planning and Placement Office.

B. Advising

(1) Specific non-instructional time should be established for advising.

(2) Schedule advising to take place after entry level testing.

(3) Those students referred to SNP should work with SNP and LAS staff for advising and individual program development.

(4) SNP should identify appropriate accommodations and compensatory skills for handicapped students.

(5) An individual plan be designed for each ABE, ESL, HSC and college deficiency.

a. Plans should identify vocational and academic goals.

b. Plans should identify current level of functioning.

c. Plans should identify courses needed to achieve goals.

d. Plans should focus on placing HSC students in regular vocational and academic courses where progress can also be made toward achievement of HS degree credits.

e. Plans should identify support services and methods of accommodation.

f. Plans should be developed in such a manner that student programs would start out with easier courses

and work toward placement in more difficult courses as the student progresses.

(6) When placement into remedial course work is being determined, the following should be considered:

a. Current level of functioning.

b. Previous amount of time on remediation.

c. Retention.

d. Growth made in remediation.

e. Rate of growth in remediation.

f. Accommodations, compensatory skills and student goals should be examined to determine if placement in remedial programming will benefit the student.

(7) Student's progress should be reviewed quarterly in advising to determine success.

INSTRUCTIONAL TECHNIQUES

Evaluations indicate that:

1. Independent progress in individual programmed material is the primary method of instruction. This requires students to have independent study skills, be self-motivated and have prerequisite basic skills for program use. Many handicapped and disadvantaged students have not developed these independent study skills.

    a. Programs do not provide for students that require large amounts of repetition. While students can work at their own speed in material, the programs do not provide enough repetition for students to acquire a skill.

    b. Long term placement in independent programmed material is difficult for students.

    c. Programs rarely involve time criterion. Students can perform assigned tasks without achieving functional use of the specific skill.

2. One-to-one instruction is available to students upon request.

    a. Instructors are frequently unavailable for instruction.

    b. Students must identify that they are having problems.

    c. Student is responsible for identifying progress.

It is recommended that:

1. The primary methods of instruction be small group direct instruction and one-to-one instruction.

    a. Large group instruction for content course, i.e., U. S. History be introduced.

    b. Limit the use of independent programmed instruction. Utilization of independent instructional material for skills reinforcement.

2. Instructor be assigned specific students and subjects for each hour.

3. Identify specific skills to be achieved by students. List goals and objective for courses.

4. Identify mastery rates including time criteria for objectives.

5. Instructors be responsible for monitoring and instructing students daily.

ONGOING ASSESSMENT

Evaluations indicate:

(1) Assessment information is obtained when student completes units and takes progress tests or completes project assignments. Students with problems will take longer before assessment information is obtained.

(2) Assessment is untimed. Students can complete tasks successfully without being able to perform a task at a functional rate.

(3) Assessment may cover more than one skill. If a criterion for successfull completion is 85% for a test cover multiple skills, the student may not be able to successfully perform one skill, yet pass progress testing, i.e., if a test has three addition, three subtraction, three division and three multiplication problems. A student could miss one-third of the division problems and successfully complete progress tests.

(4) Assessment information is recorded by a letter grade assignment in a master book. This does not tell the instructor what skills were achieved nor the competency rate for achievement. This information is not readily available when working with a student at his/her desk.

(5) Students don't retake progress tests once they have passed the tests. Students may be able to perform a task one day and not retain the skill.

It is recommended that:

(1) Assessment information be gathered daily.

(2) That specific tasks being tested are identified.

(3) That time criterion be established for assessment of mastery.

(4) That criterion be established for the number of times a student must perform a task.

(5) That specific task achievement be recorded in individual student folders.

(6) That folder be present with student during instruction.

(7) That master grade book identifies skills criterion levels and grades.

(8) Evaluation and dissemination of student progress be the responsibility of instructional staff.

SKILL Student will add 2 single digit numbers 50 times in one minute 3/3 days with 100 percent accuracy

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CHART

1 Minute Timings

	M	T	W	TH	F	M	T
Right	10	20	35	40	50	50	50
Wrong	14	3	6	5	0	0	

RESOURCES

Evaluations indicate that a variety of resource agencies are available on campus but no formal plan for utilization of those resources exist.

SNP

Special Need Program (SNP) serving handicapped and disadvantaged students is available to provide advising, identify and provide reasonable accommodations. Currently there is no formal method for identification of handicapped and disadvantaged students and referral to that program.

Therefore it is recommended that:

1. Entry level screening be introduced to identify handicapped and disadvantaged students.

    a. The WRAT or Wide Range Achievement Test be used for for screening.

    b. That students with significant defects and discrepencies be referred to the SNP.

2. SNP will identify through a profile evaluation, handicapped and disadvantaged students.

3. SNP identify appropriate accommodations.

4. SNP be involved in advising handicapped and disadvantaged students.

5. SNP arrange for reasonable accommodations.

A testing service is available on campus to provide placement testing but no formal plan for utilization of the testing department exists.

Therefore, it is recommended that:

1. Testing be utilized to provide entry level achievement testing.

Career Planning and Placement

Career Planning and Placement Center is available to assist students in identifying vocational goals and identify parttime job placements, but no formal plan for utilization exists.

Therefore, it is recommended that:

1. Students that have not identified vocational goals be referred to Career Planning and Placement.

2. Students interested in obtaining work experience be referred to Career Planning and Placement Office to identify part-time jobs.

Tutorial Service

Tutorial Service is available to provide individual tutorial assistance on a first come, first served basis, but no formal plan for utilization exists.

Therefore, it is recommended that:

1. Students placed into regular college courses needing supportive service, be referred to tutorial service.

2. The tutorial service should be used to assist students in development of independent study skills.

3. Limited funds are allocated through the SNP to provide tutorial assistance through the tutorial center.

ADDITIONAL RECOMMENDATIONS

1. Currently there is no ongoing evaluation process for the LAS. It is recommended that such an evaluation be instituted through the Dean of Instruction Office.

2. Staff has limited formal training in direct instruction, task analysis, behavior management, diagnosis and assessment, individualized programming, motivation, retention, ESL and vocational education. It is recommended that inservice training in these areas be provided.

3. Vocational component introduced into LAS curriculum should include career awareness for work experience and job training.

MATERIALS

Assessment

1. Evaluations indicate that:

   a. Current assessment tools test limited skills areas, i.e., reading tests, cover comprehension but not decoding.

   b. Criterion referenced tests are limited.

2. Therefore it is recommended that:

   a. Tests be purchased that cover wide ranges of skills areas for reading, math, language, survival and pre-vocational skills, i.e., Woodcock Reading Test and Key Math Reading Test.

   b. Criterion referenced tests be developed or obtained for LAS courses.

Equipment

Evaluations indicate there is a substantial amount of equipment present in the LAS. Dependence on machinery as primary method of instruction is inappropriate for use in the LAS.

Therefore, it is recommended that the primary method of instruction should be teacher instruction.

Instructional Materials

Evaluations indicate that:

1. While a variety of programmed instructional materials are present, most programs do not provide enough repetition.

2. Listing of objectives for course work are not present in the LAS to identify specific course competencies.

Therefore, it is recommended that:

1. Materials be developed to provide repetition of skills.

2. Listing of course objectives be developed.

Course objectives may be available for reproduction through local school districts.

APPENDIX F

EVALUATIONS

Project No. 81-AKT(186)NN

Assessing Screening Devices and Programming to Mainstream Handicapped and Disadvantaged Students

Research Project in Vocational Education
Conducted Under
Public Law 94-482

Michael Haykin Principal Investigator
Fort Steilacoom Community College
9401 Farwest Drive S.W.
Tacoma, WA 98498

September 30, 1981

Evaluations of Program Recommendations

By Myrtle C. Snyder

Myrtle Clyde Snyder

Evaluations of Program Recommendations

Aside from identifing testing instruments, the rest of the working structure of this grant was twofold. The first part was to identify the current services provided in the LAS and each program component within the LAS. The second part was to make recommendations for improvement so that students(including the handicapped and disadvantaged) could be better served. The report shows an understanding of all of the current processes, facilities and use of materials in all components of the LAS. The report shows some procederal areas that poorly serve the institution and the clients they intended to serve.

To facilitate a better use of the staff, physical plant and materials, recommendations for each specific area of service are enclosed within the evaluative package.

All of the recommendations are pertinent, but there are some that are especially worth nothing as they relate to Public Laws (PL 94-

142, Section 504) and the further utilization of other Fort Steilacoom resources and staff.

The idea that Individual Educational Plans for handicapped students under tha age of twenty-one(21) who are attempting to complete high school at a community college are required, is intriguing and should foster further investigation by Fort Steilacoom administration.

Another area that the evaluator addresses is that planning and facilitation is not designed to prepare and encourage handicapped or other qualified students to further their education by going into the regular academic college program. This too is an area that should stimulate further investigation by the institution.

The evaluation is clear and concise. The report should lead Fort Steilacoom's administrators to address all areas that are evaluated to provide for better utilization of the clients time, the staff's expertise, and the physical facilities and materials.

This evaluation could be an instrument that would be a valuable initial guide to other higher educational institutions who are moving toward serving clients who evidence these same characteristics. This is especially true for institutions nationwide who are faced with the declining enrollments of usual students.

EVALUATION OF SCREENING DEVICE

YES	NO	
✓		1. Is the use of achievement test appropriate for use in mass screening to identify special needs students.
		2. Does the Wide Range Achievement Test meet the following criteria:
✓		a. Screening device will identify significant academic achievement deficits.
✓		b. Achievement testing shall be rapid.
✓		c. Achievement testing shall reflect wide ranges of performance in test areas.
✓		d. Achievement testing shall be adaptable to group administration.
✓		e. Achievement testing shall be inexpensive.
✓		f. Training for administration and interpretation of Achievement testing shall not be extensive.
✓		g. Test response shall be direct, either written or oral.
✓		3. Is the Wide Range Acheivement Test appropriate for use in the LAS (Learning Assistance Service) to identify special needs students?

M. L. 7-20-81
Dr. Michael Lopez